



# Geography Curriculum

## **Curriculum Intent**

Through studying Geography, pupils develop key location and place knowledge as well as understanding human and physical geography. They will also have the opportunity to learn and develop geographical skills through field work. Children in the EYFS will practically explore the world around them and note verbally similarities and differences in places that matter to them. Children in this stage of school take part in Welly Wednesday every week to explore the natural world around us and make observations in their play. Throughout the rest of school, children will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features. They will also learn how these have changed over time and how they may continue to change. We want to develop children's natural curiosity and encourage them to think of big questions for us to look at within our Explore units. We aim to improve children's geographical vocabulary, map skills and geographical facts. Children across school will have the opportunity to explore the natural world with field work either on our extensive school grounds, wider community or travelling further afield. From year 2 upwards, all children have the opportunity to go on a residential trip which all have some links to geography. Staff also think carefully about whether we can utilise other resources we have access to in order to aid geography teaching such as parent expertise and the ELS.

Units of work for geography intend to allow the children to gain a broader and deeper understanding of the four areas of geography identified in the curriculum. We have worked closely as a whole school team to ensure total coverage of the curriculum that progresses and builds upon knowledge as children move through the school. Our aim is to allow all children in every year group to gain experience in field work each year to put into practice practical skills and knowledge learnt.

Curriculum Implementation		
	EYFS	Years 1-6
Pedagogical Approach and Strategies	<p>Knowledge and understanding of the world lessons to be both child initiated and teacher lead.</p> <p>Children to have access to Knowledge and understanding of the world continuous provision inside and outside of the classroom.</p> <p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p>	<p>Following the 'Explore' aspect of the whole school curriculum.</p> <p>Year 1-6 to follow the Geography progression document which inform teachers planning.</p> <p>Teaching and learning in <b>Geography</b> should follow the whole school model of best practice and include:            New learning broken down into small steps, using effective explanation, modelling and guided practice;            Models, including worked examples and 'thinking aloud';            Scaffolds for difficult tasks;            Effective questioning that allows time for thinking and improving upon given responses – use 'hands down' approach to ensure participation by all;            Informal and formal assessment opportunities, regularly check for understanding – 'What have you understood?';            Guided practice before independent practice;            Allow children to obtain a high success rate (appropriate level of challenge);            Regular review of previous learning.</p> <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Children should have access to atlases, maps, globes and books to improve their Geographical knowledge and skills.</p> <p>Geographical overarching question for the spring, explore topic to be displayed in the classroom.</p> <p>UK counties map displayed in all classrooms.</p> <p>World map displayed in KS1 and KS2.</p>

<p><b>Timetabling</b></p>	<p>The majority of the knowledge and understanding of the world will be taught during the Summer term as per our whole school curriculum structure (Discover, Create, Explore).</p> <p>Geography to be planned for and carried out in the outside learning environment .</p> <p>Children to be given opportunity to talk about what they notice (use vocabulary) and make connections in the continuous provision.</p> <p>Opportunities to practice new skills thoroughly in different areas of provision.</p>	<p>Following our whole school curriculum structure of ‘Discover, Create, Explore’- The majority of the Geography curriculum for each year group will be taught during the Summer term (residential take place throughout the year at different times).</p> <p>Teachers can use their judgement as to how much Geography to include throughout the school year/ each week.</p>
<p><b>Geography across and outside of the curriculum</b></p>	<p>An ‘Explore’ day(s) will be held at some point within the school year, this will be a whole school event with a theme across the whole school.</p> <p>Geographical skills will be used on school day trips and residential trips providing children will a real- life context to the knowledge learnt in the classroom.</p> <p>Geography can be linked to other areas of the curriculum such as History, D.T, Math’s and Science where appropriate.</p>	
<p><b>Vocabulary</b></p>	<p>Geographical vocabulary needs to be displayed on the topic board throughout the ‘Explore’ term.</p> <p>Vocabulary needs to be linked to the strand of Geography being studied. Eg. volcanoes and earthquakes in Year 3, The Water Cycle in Year 4 etc.</p> <p>Vocabulary to be referred to and used by the children within lessons.</p>	

<p><b>Expectations for recording children's work</b></p>	<p>Tapestry observations of outside environment learning and knowledge and understanding in the continuous provision.</p> <p>WALT will be stuck into children's books.</p> <p>Children's work can be recorded in any way appropriate for the task.</p>	<p>Work can be recorded in the children's 'What if' books or the floor book.</p> <p>Photographs to be stuck into floor book or 'What if' books.</p>
<p><b>Expectations for marking</b></p>	<p>Teachers mark in green.</p> <p>Children get constant, immediate feedback verbally.</p> <p>All marking should be in line with the marking policy.</p>	<p>Ideally children should mark their own work using purple pen.</p> <p>Children must get constant, immediate feedback.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
<p><b>Curriculum adaptations (including children with SEND)</b></p>	<p>All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in <b>Geography</b>. These adaptations may include:</p> <ul style="list-style-type: none"> <li>• the use of picture cues/symbols as necessary,</li> <li>• having targeted group/collaboration/paired work where appropriate,</li> <li>• additional levels of scaffolding/modelling,</li> <li>• different/adapted equipment where required,</li> <li>• level of challenge appropriate to child's age and developmental stage,</li> <li>• adult support if required.</li> </ul>	
<p><b>Environment</b></p>	<p>The outside environment will be used to facilitate Geographical learning this will sometimes be directed and at other times will be child initiated.</p> <p>Continuous provision of Geographical statements will be in</p>	<p>Geographical overarching question for the Summer, explore topic to be displayed in the classroom.</p> <p>Topic board in Summer term will have a geographical focus.</p> <p>Children's work displayed and celebrated on this board.</p>

	place (especially in the Summer term)	<p>ELS books to be out on display for the children to read, use and access to support learning.</p> <p>Geography vocab displayed and used by children throughout the topic.</p>
<b>EAL provision</b>	<p>Geographical language translated and displayed in child's first language.</p> <p>Use of Ipads for google translate used in lessons to facilitate teaching of Geography.</p> <p>Use of props, resources to enable understanding of geographical concepts.</p> <p>TA support to be used where appropriate.</p>	
<b>Homework</b>	<p>Children will be given the opportunity to bring items from home to support our topic and share with the class.</p> <p>Children will be encouraged to read books around this topic at the time.</p>	